



# State of New Jersey

2014-15

03-5920-010

## OVERVIEW

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ABRAHAM LINCOLN ELEMENTARY SCHOOL

325 MASON AVE

WYCKOFF, NJ 07481-2822

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The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

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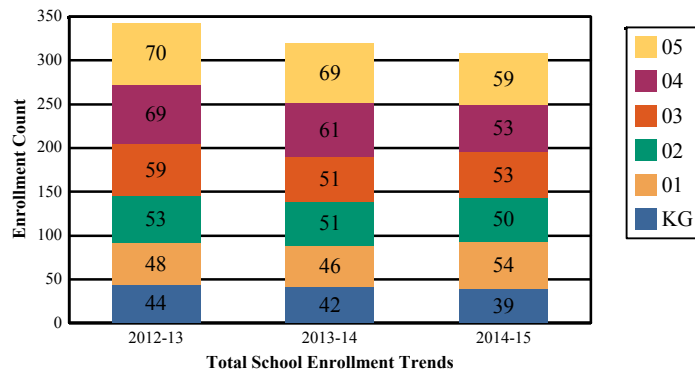
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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

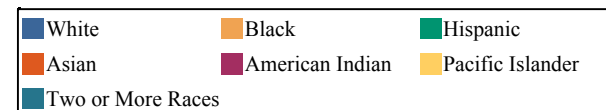
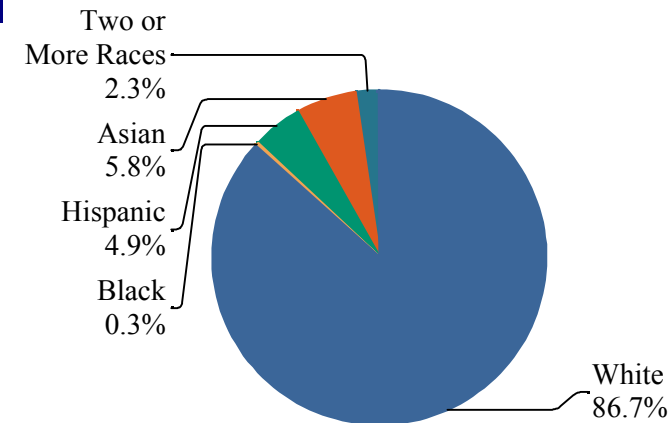
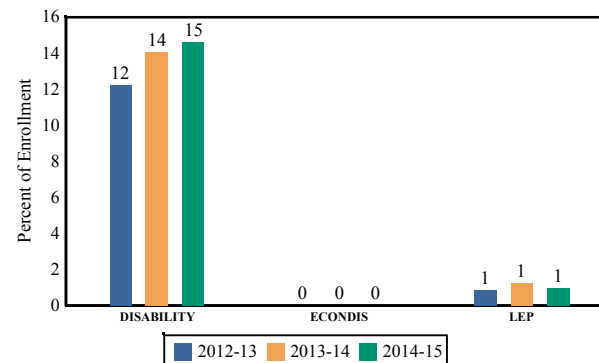


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Enrollment Trends by Program Participation

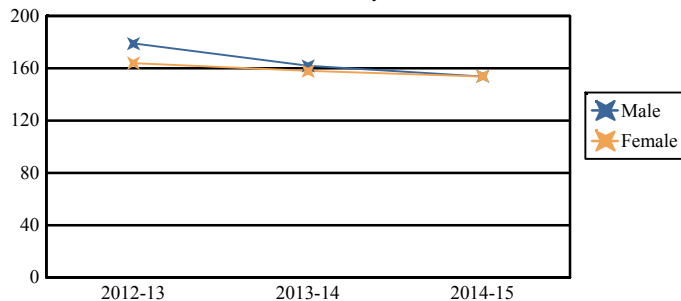
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	343
2013-14	320
2014-15	308

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	179	164
2013-14	162	158
2014-15	154	154

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	45	15%
Economically Disadvantaged Students	0	0.0%
English Language Learners	3	1.0%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	93.6%
Spanish	1.0%
Polish	1.0%
Korean	1.0%
Flemish	0.7%
Arabic	0.7%
Other	2.3%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	79%	42	94
Math Met or Exceeded Expectation	74%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	152	78.9%	95%	99.4%	YES
White	130	80%	95%	99.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	152	74.3%	95%	99.4%	YES
White	130	74.6%	95%	99.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	757	744	4%	9%	33%	47%	7%	53%	44%
White	39	758	753	5%	8%	33%	46%	8%	54%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	777	751	0%	2%	10%	57%	31%	88%	52%
White	45	776	758	0%	2%	11%	58%	29%	87%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	771	725	0%	7%	7%	64%	21%	86%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	783	751	0%	0%	9%	71%	21%	91%	53%
White	46	783	757	0%	0%	4%	78%	17%	96%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%



**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	763	746	2%	11%	18%	56%	13%	69%	46%
White	39	764	752	3%	10%	15%	59%	13%	72%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	770	744	0%	0%	22%	61%	16%	78%	42%
White	45	768	749	0%	0%	24%	60%	16%	76%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	767	724	0%	0%	36%	57%	7%	64%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

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**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	767	744	0%	2%	22%	55%	21%	76%	42%
White	46	766	749	0%	2%	22%	59%	17%	76%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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**NJASK Results - Science Grade Level - 04**

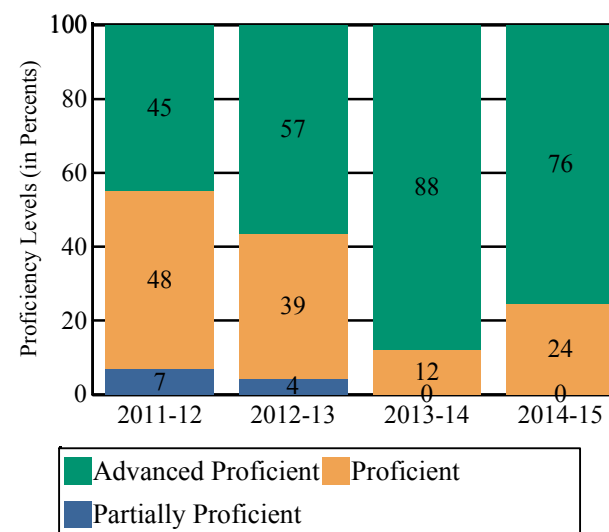
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	76%	24%	0%
White	76%	24%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	67%	33%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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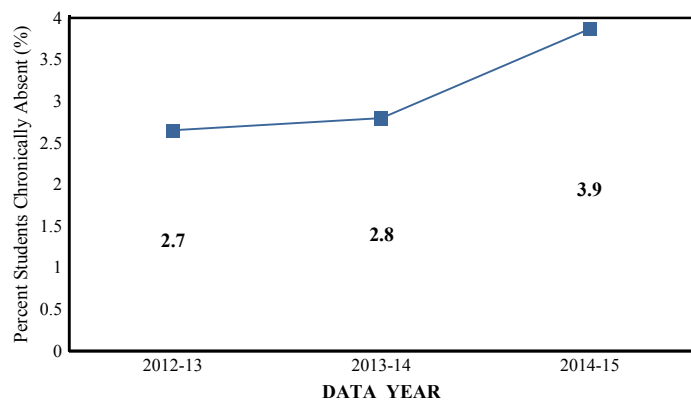
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

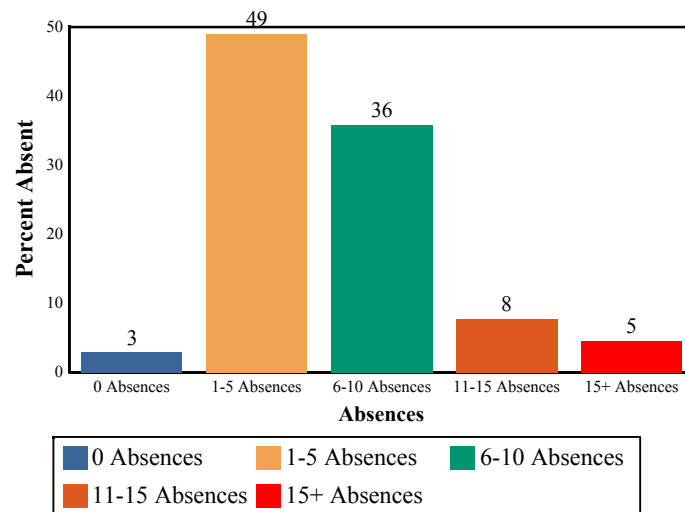


**Chronic Absenteeism for 2014-15**

**3.87%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	67	75	92	35	YES
Student Growth on Math	53	29	53	35	YES
		52	73		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	0%	0%	1%
Approached	5%	5%	0%
Met	15%	22%	26%
Exceeded	0%	3%	24%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	1%	0%	0%
Approached	12%	6%	5%
Met	10%	31%	15%
Exceeded	0%	5%	15%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	773	770
50th	751	743
25th	739	715
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	784	767
50th	764	745
25th	739	722
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	45



### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	800	773
50th	779	750
25th	759	728
0th	720	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	795	773
50th	782	751
25th	765	728
0th	743	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

#### Grade Level - 04

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	820	850
75th	787	764
50th	770	742
25th	752	721
0th	725	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	43

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	786	763
50th	764	743
25th	750	723
0th	717	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	40

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
<b>2014-15</b>	6 Hrs. 30 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
<b>2014-15</b>	0.0%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 50 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
<b>2014-15</b>	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

<b>2014-15</b>	School
<b>Faculty</b>	12
<b>Administrators</b>	308

### SCHOOL PEER GROUP

BERGEN

WYCKOFF TWP

ABRAHAM LINCOLN ELEMENTARY SCHOOL

325 MASON AVE

WYCKOFF, NJ 07481-2822

GRADE SPAN KG-05

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	DEMAREST BORO	LUTHER LEE EMERSON SCHOOL	03-1070-050	02-04	1.3%	2.6%	18%
BERGEN	FRANKLIN LAKES BORO	COLONIAL ROAD SCHOOL	03-1580-040	PK-05	0.4%	2.3%	20%
BERGEN	FRANKLIN LAKES BORO	HIGH MOUNTAIN ROAD SCHOOL	03-1580-020	PK-05	0%	0.9%	13.2%
BERGEN	GLEN ROCK BORO	RICHARD E BYRD	03-1760-070	KG-05	0%	2.4%	14.3%
BERGEN	MONTVALE BORO	MEMORIAL ELEMENTARY SCHOOL	03-3330-030	PK-04	0.9%	2.3%	10.8%
BERGEN	OLD TAPPAN BORO	T. BALDWIN DEMAREST ELEMENTARY SCHOOL	03-3850-060	KG-04	0%	3.1%	6.6%
BERGEN	RIDGEWOOD VILLAGE	HAWES ELEMENTARY SCHOOL	03-4390-085	KG-05	1.9%	4.9%	10.7%
BERGEN	RIDGEWOOD VILLAGE	SOMERVILLE ELEMENTARY SCHOOL	03-4390-100	KG-05	0.7%	2.4%	10.1%
BERGEN	RIDGEWOOD VILLAGE	TRAVELL ELEMENTARY SCHOOL	03-4390-110	KG-05	1.1%	2.4%	13.8%
BERGEN	RIVER VALE TWP	WOODSIDE ELEMENTARY SCHOOL	03-4430-070	PK-05	0%	1.6%	10.8%
BERGEN	UPPER SADDLE RIVER BORO	EDITH A. BOGERT ELEMENTARY SCHOOL	03-5330-060	03-05	0%	0.2%	20.3%
BERGEN	WALDWICK BORO	CRESCENT ELEMENTARY SCHOOL	03-5410-040	KG-05	2.4%	4.6%	12.7%
BERGEN	WYCKOFF TWP	ABRAHAM LINCOLN ELEMENTARY SCHOOL	03-5920-010	KG-05	0%	1%	14.6%
BERGEN	WYCKOFF TWP	CALVIN COOLIDGE ELEMENTARY SCHOOL	03-5920-020	KG-05	0.6%	2.4%	12.3%
ESSEX	ESSEX FELS BORO	ESSEX FELS ELEMENTARY SCHOOL	13-1400-050	PK-06	0%	0.5%	15.8%
ESSEX	LIVINGSTON TWP	HARRISON ELEMENTARY SCHOOL	13-2730-090	KG-05	0.6%	1.8%	9.9%
ESSEX	LIVINGSTON TWP	MOUNT PLEASANT ELEMENTARY SCHOOL	13-2730-110	KG-05	0.9%	2%	8%
ESSEX	LIVINGSTON TWP	RIKER HILL ELEMENTARY SCHOOL	13-2730-118	KG-05	1%	2.5%	11.9%
ESSEX	MILLBURN TWP	DEERFIELD SCHOOL	13-3190-065	KG-05	0%	1.2%	11.2%
ESSEX	MILLBURN TWP	GLENWOOD SCHOOL	13-3190-070	KG-05	0.6%	3.6%	8.4%
ESSEX	MILLBURN TWP	HARTSHORN SCHOOL	13-3190-080	KG-05	0%	0.6%	8.4%
HUNTERDON	UNION TWP	UNION TOWNSHIP ELEMENTARY SCHOOL	19-5270-060	PK-04	0.4%	1.3%	16.7%

**SCHOOL PEER GROUP**

**BERGEN**

**WYCKOFF TWP**

**ABRAHAM LINCOLN ELEMENTARY SCHOOL**

**325 MASON AVE**

**WYCKOFF, NJ 07481-2822**

**GRADE SPAN**

**KG-05**

MERCER	W WINDSOR-PLAINSBORO REG	<b>DUTCH NECK ELEMENTARY SCHOOL</b>	21-5715-030	KG-03	2.1%	4%	5.2%
MERCER	W WINDSOR-PLAINSBORO REG	<b>J.V.B. WICOFF ELEMENTARY SCHOOL</b>	21-5715-050	PK-03	4.6%	8.7%	5.4%
MORRIS	EAST HANOVER TWP	<b>CENTRAL ELEMENTARY SCHOOL</b>	27-1190-030	03-05	0.6%	2.2%	14.2%
MORRIS	HANOVER TWP	<b>BEE MEADOW SCHOOL</b>	27-2000-025	KG-05	4.2%	7.5%	13.6%
MORRIS	HANOVER TWP	<b>SALEM DRIVE SCHOOL</b>	27-2000-060	KG-05	1.2%	3.5%	10.8%
MORRIS	MENDHAM TWP	<b>MENDHAM TOWNSHIP ELEMENTARY SCHOOL</b>	27-3100-050	PK-04	0%	0.3%	14.8%
MORRIS	SCH DIST OF THE CHATHAMS	<b>SOUTHERN BOULEVARD SCHOOL</b>	27-0785-080	KG-03	0.4%	2%	15.6%
SOMERSET	BERNARDS TWP	<b>MOUNT PROSPECT ELEMENTARY SCHOOL</b>	35-0350-100	PK-05	0.9%	3.6%	10.2%
SOMERSET	WARREN TWP	<b>ANGELO L. TOMASO SCHOOL</b>	35-5470-040	KG-05	2%	4.7%	15.8%